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ABSTRACT

Since the passage of Title IX in 1972, the expectations for women's achievement have risen. This document presents a snapshot of the progress made toward gender equity in education and the barriers remaining. Females have increasingly enrolled in and completed college, obtained a greater number of graduate and professional degrees, participated in athletics, and advanced in terms of educational attainment in comparison with other countries. In addition, three pieces of supporting legislation have been enacted: the Women's Educational Equity Act of 1974; Title IV of the Civil Rights Act of 1964; and the 1976 amendments to the Vocational Education Act of 1963. Women now make up the majority of students in higher education and receive the majority of masters degrees. Women are entering business and law schools in record numbers. However, problems persist with regard to sexual harassment, wages equal to those of similarly qualified men, and intercollegiate athletic scholarships. Seven figures are included. (Contains 34 references.) (LMI)

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TITLE IX

25 Years of Progress

EA 028 473

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Title IX:

25 Years of Progress

U.S. Department of Education

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June 1997

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Introduction

On the 25th anniversary of Title IX it seems fitting to suggest that America is a more equal, more educated and more prosperous nation because of the far-reaching effects of this legislation. Much has been accomplished in the classroom and on the playing field and we have many reasons to celebrate the success of Title IX in expanding our nation's definition of equality. With Title IX, we affirm what can be accomplished when we allow all Americans—men and women—an equal opportunity to be their best.

What strikes me the most about the progress that has been achieved since Title IX was passed in 1972 is that there has been a sea change in our expectations of what women can achieve. More important, women have shown skeptics again and again that females are fully capable of being involved as successful and active participants in every realm of American life. Women astronauts from Sally Ride to Shannon Lucid have made their mark in space even as Mia Hamm and Michelle Akers have led the women's national soccer team to Olympic glory and the World Championship. Women have entered the medical and legal professions in record numbers and we have seen a fourfold increase in women's participation in intercollegiate athletics.

The great untold story of success that resulted from the passage of Title IX is surely the progress that has been achieved in education. In 1971, only 18 percent of all women, compared to 26 percent of all men, had completed four or more years of college. This education gap no longer exists. Women now make up the majority of students in America's colleges and universities in addition to making up the majority of recipients of master's degrees. Indeed, the United States has become a world leader in giving women the opportunity to receive a higher education.

Accompanying this untold story of success is the too frequently told story of the barriers that women continue to encounter—despite their history of accomplishments and despite the history of the legislation that protects them from such barriers. Too many women still confront the problem of sexual harassment, women still lag behind

men in gaining a decent wage, and only one-third of all intercollegiate athletic scholarships are granted to women. Clearly, much more remains to be done to ensure that every American is given an equal opportunity to achieve success without encountering the obstacle of gender bias.

But of this I am sure: somewhere in America today there are young women who are studying hard and achieving success on the athletic field who even now may be thinking hard about their careers as scientists, business owners, basketball players, or even the possibility of becoming president of the United States. They may not know of the existence of Title IX, but Title IX will be there for them should any of them encounter a skeptic who does not believe that they can succeed and be part of the American Dream.

Richard W. Riley
U.S. Secretary of Education

Indicators of Progress Toward Equal Educational Opportunity Since Title IX

College Enrollment and Completion:

- ★ In 1994, 63 percent of female high school graduates aged 16-24 were enrolled in college, up 20 percentage points from 43 percent in 1973.

- ★ In 1994, 27 percent of both men and women had earned a bachelor's degree. In 1971, 18 percent of young women and 26 percent of young men had completed four or more years of college.

Graduate and Professional Degrees:

- ★ In 1994, women received 38 percent of medical degrees. When Title IX was enacted in 1972, only 9 percent of medical degrees went to women.

- ★ In 1994 women earned 38 percent of dental degrees, whereas in 1972 they earned only 1 percent of them.

- ★ In 1994 women accounted for 43 percent of law degrees, up from 7 percent in 1972.

- ★ In 1993-94, 44 percent of all doctoral degrees awarded to U.S. citizens went to women, up from only 25 percent in 1977.

Participation in Athletics:

- ★ Today, more than 100,000 women participate in intercollegiate athletics—a fourfold increase since 1971.

- ★ In 1995, women comprised 37 percent of college student athletes, compared to 15 percent in 1972.

- In 1996, 2.4 million high school girls represented 39 percent of all high school athletes, compared to only 300,000 or 7.5 percent in 1971. This represents an eightfold increase.

- Women won a record 19 Olympic medals in the 1996 Summer Olympic Games.

International Comparisons:

- In the United States, 87 percent of women 25-34 years old had completed high school in 1992, far more than their counterparts in West Germany, the United Kingdom, France, Italy, and Canada.

- In the United States in 1992, 23 percent of women 25-34 years old had completed higher education degrees, which is significantly higher than for women in France and Japan (12 percent each), the United Kingdom and West Germany (11 percent each), or Italy (7 percent).

Legislation:

In addition to Title IX, three pieces of supporting and related legislation have been enacted:

- The Women's Educational Equity Act of 1974 provides for federal financial and technical support to local efforts to remove barriers for females in all areas of education through, for example, the development of model programs, training, and research.

- Title IV of the Civil Rights Act of 1964 provides for support to schools to comply with the mandate for nondiscrimination by providing funds for regional Desegregation Assistance Centers and grants to state education departments for providing more equitable education to students.

- The 1976 amendments to the Vocational Education Act of 1963 require states to act affirmatively to eliminate sex bias, stereotyping, and discrimination in vocational education.

Title IX:

A Sea Change in Gender Equity in Education

Athletic competition builds character in our boys. We do not need that kind of character in our girls.—Connecticut judge, **1971**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance.—From the preamble to Title IX of the Education Amendments of **1972**

Civil rights laws have historically been a powerful mechanism for effecting social change in the United States. They represent a national commitment to end discrimination and establish a mandate to bring the excluded into the mainstream. These laws ensure that the federal government delivers on the Constitution's promise of equal opportunity so that every individual has the right to develop his or her talents.

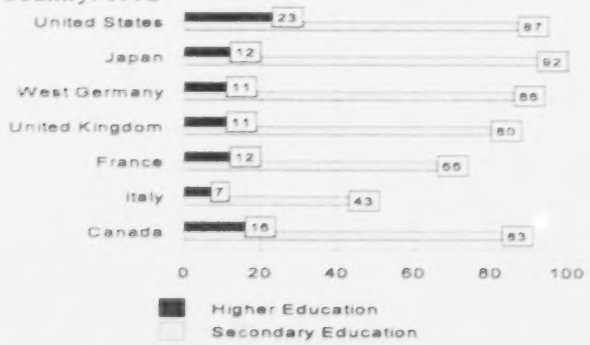
Title IX of the Education Amendments of 1972 bolsters this national agenda and prohibits sex discrimination in federally assisted education programs. Modeled on Title VI of the Civil Rights Act of 1964 prohibiting race, color, and national origin discrimination, it was followed by three other pieces of civil rights legislation: Section 504 of the Rehabilitation Act of 1973 prohibiting disability discrimination; the Age Discrimination Act of 1975; and Title II of the Americans with Disabilities Act of 1990 prohibiting disability discrimination by public entities.

Twenty-five years after the passage of Title IX, we recognize and celebrate the profound changes this legislation has helped bring about in American education and the resulting improvements in the educational and related job opportunities for millions of young Americans. While no definitive study has been done on the full

impact of Title IX, this "snapshot" report suggests that Title IX has made a positive difference in the lives of many Americans.

Substantial progress has been made, for example, in overcoming the education gap that existed between men and women in completing four years of college. In 1971, 18 percent of female high school graduates were completing at least four years of college compared to 26 percent of their male peers. Today, that education gap no longer exists. **Women now make up the majority of students in America's colleges and universities in addition to making up the majority of those receiving master's degrees. Women are also entering business and law schools in record numbers. Indeed, the United States stands alone and is a world leader in opening the doors of higher education to women.**

Figure 1.—Percentage of 25- to 34-Year-Old Females Completing Secondary and Higher Education, by Country: 1992



SOURCE: Organization for Educational and Cultural Development (OECD), *Indicators of Education Systems, OECD Education Statistics*, 1985-1992

As this report makes clear, many barriers have been brought down that once prevented girls and women from choosing the educational opportunities and careers they would have liked to pursue. The history of this progress begins 25 years ago with the passage of Title IX.

The Legislative Road to Title IX

As the women's civil rights movement gained momentum in the late 1960s and early 1970s, Americans began to focus attention on inequities that inhibited the progress of women and girls in education. The issue of sex bias in education moved into the public policy realm when Representative Edith Green (Ohio) introduced a higher education bill with provisions regarding sex equity. The hearings that Green held were the first ever devoted to this topic and are considered the first legislative step toward the enactment of Title IX.

Women Not Admitted

Virginia state law prohibited women from being admitted to the College of Arts and Sciences of the University of Virginia, the most highly rated public institution of higher education in the state. It was only under court order in 1970 that the first woman was admitted.
—Kirstein v. Rector and Visitors of University of Virginia, 309 F.Supp. 184 (E.D. Va. 1970).

Congressional activity on the issue increased, and in 1971 several education bills that included sex discrimination proposals were introduced in the House. In the Senate, amendments by Senators Birch Bayh (Indiana) and George McGovern (South Dakota) to an omnibus education proposal outlawed sex discrimination in higher education programs. In total, five proposals—all different—in the House, Senate, and White House proposed to end sex discrimination in education. Although there was growing agreement that sex discrimination in education should end, there was little agreement as to the best methods for reaching that goal. It took a House-Senate Conference Committee several months to settle on the more than 250 differences between the House and Senate education bills, 11 of which spoke to sex discrimination. The final legislation—the provision against sex discrimination—became Title IX.

Married Women Not Wanted

Luci Baines Johnson, the daughter of President Lyndon Johnson, was refused readmission to Georgetown University's school of nursing after her marriage: in 1966, the school did not permit married women to be students.

Title IX was adopted by the Conference Committee and sent to the full Senate, which approved it on May 22, 1972. It then went to the House, and was passed on June 8. President Nixon signed Title IX on June 23, and on July 1 it went into effect. While developing the implementing regulations for Title IX, the then-U.S. Department of Health, Education and Welfare (HEW) received more than 9,700 comments. The final regulations were published on July 20, 1974. President Gerald Ford signed the Title IX regulations on May 27, 1975 and they were then submitted to Congress for review.

Everyone Benefits from Title IX

Title IX prohibits institutions that receive federal funding from practicing gender discrimination in educational programs or activities. Because almost all schools receive federal funds, Title IX applies to nearly everyone. The Office for Civil Rights in the U.S. Department of Education is charged with enforcing the civil rights and regulations in education, extending protection to

- about 51.7 million elementary and secondary school students;
- about 14.4 million college and university students;
- almost 15,000 school districts;
- more than 3,600 colleges and universities;
- more than 5,000 proprietary schools; and
- thousands of libraries, museums, vocational rehabilitation agencies, and correctional facilities.

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Achieving Success Under Title IX

Title IX, as a landmark civil rights law, profoundly affects all aspects of schooling by requiring equal opportunity for females and males. By extension, it also affects equity in the labor market. The following highlights suggest many of the significant developments in gender equity that can be linked to Title IX.

Changing Expectations

Since its passage in 1972, Title IX has had a profound impact on helping to change attitudes, assumptions and behavior and, consequently, our understanding about how sexual stereotypes can limit educational opportunities. We now know, for example, that gender is a poor predictor of one's interests, proficiency in academic subjects, or athletic ability. As the First Circuit Court of Appeals noted in a recent Title IX case, "interest and ability rarely develop in a vacuum; they evolve as a function of opportunity and experience." Decision making in schools and in the labor market that relies on gender to assess what students and employees know and are able to do is both archaic and ineffective.

Lowering the dropout rate

Title IX has played a part in lowering the dropout rate among high school females who become pregnant or have a child. The law prohibits schools from suspending, expelling, or discriminating against them in educational programs and activities due to their status as mothers. In addition, because becoming pregnant and having a child while in high school correlate strongly with dropping out of school, many school districts have opened alternative schools for this population to help them persist in school and graduate. The results are very positive: although the childbearing rates rose between 1980 and 1990 from fewer than 1 percent to 2.5 percent, dropout rates declined 30 percent during the same period, precisely at a time when graduation requirements were raised.

Figure 2.—Dropout Rates for Grades Ten to Twelve, by Sex: 1980-82 and 1990-92

SOURCE: National Center for Education Statistics, *A Comparison of High School Dropout Rates in 1982 and 1992*, Table 9.

Teenage Mother Allowed to Graduate

A parent in the Chicago area contacted the U.S. Department of Education's Office for Civil Rights (OCR) when her teenage daughter—who had given birth earlier in the year—was denied the opportunity to take a final examination because the teacher disapproved of the girl's pregnancy and her excused absences from school due to childbirth. Without a grade on the final exam, the student would not be allowed to graduate. OCR contacted the school district and received assurance that the student could take her exam. She did, and received her diploma.

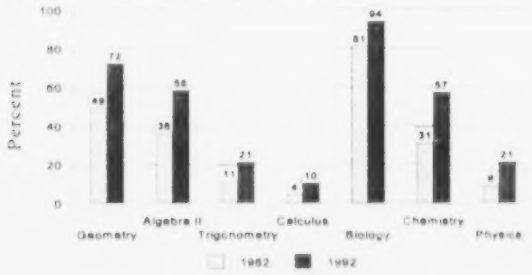
Increasing the opportunities in math and science

The United States is among only 11 of 41 countries in the recently released Third International Math and Science Study with no gender gap in grade 8 mathematics and science. A gender gap still exists, however, in science achievement at the 12th-grade level for females. According to the National Center for Education Statistics, males

were more likely than females to increase their science proficiency level between the 8th and 12th grades, by 56 and 51 percent respectively.

Overall, both male and female students were more likely to take more sophisticated mathematics courses by 1992 than they were in 1982, with females less likely than males to take remedial mathematics, more likely to take algebra II, and just as likely to take trigonometry and calculus. The same is true for advanced science courses, with females more likely than males to study biology and just as likely to take chemistry, and boys more likely to study physics.

Figure 3.—Percentage of High School Female Graduates Taking Selected Mathematics and Science Courses: 1982 and 1992



SOURCE: National Center for Education Statistics, *The 1990 High School Transcript Study Tabulations 1993, based on The High School and Beyond Transcript Study and the National Education Longitudinal Study (NELS: 88) Transcripts, 1992.*

In 1994, 68 percent of females took algebra, 70 percent took geometry, and 9 percent took calculus—similar to the percentage of males taking those courses. In the same year, 95 percent of females took biology and 59 percent took chemistry—higher than the rates of 92 and 53 percent, respectively, for their male classmates.

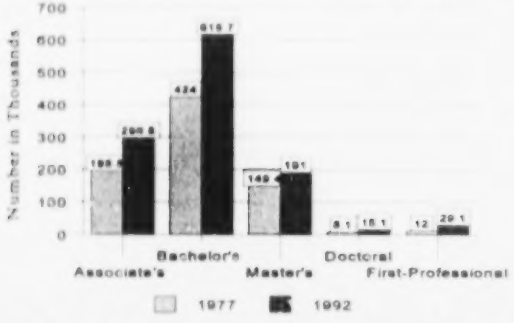
In college, many more women are majoring in math, as evidenced by the proportion of undergraduate degrees in math awarded to women: 47 percent in 1992, compared to 27 percent in 1962. This may be the result of the advances made in their preparation in high school in math and science during the decade 1982-1992, as shown in figure 3.

Increasing the completion of postsecondary, graduate and professional degrees

Women are now graduating from college in record numbers and, for the first time in America's history, their numbers are proportionate to those of men: by 1994, women were earning bachelor's degrees at the same rate as men, with both at 27 percent. In 1971, however, only 18 percent of young women had completed four or more years of college compared to 26 percent of young men. By 2006, women are projected to earn 55 percent of all bachelor's degrees.

In 1992, women also earned the majority of associate's (296,800) and master's degrees (191,000), reversing the 1977 pattern of men earning the majority of them (207,500 and 161,800, respectively).

Figure 4.—Number of Degrees Conferred on Females by Institutions of Higher Education: 1977 and 1992



SOURCE: National Center for Education Statistics, *Digest of Education Statistics 1994*, Table 234.

Between 1977 and 1994, the number of U.S. women earning doctoral degrees almost doubled, from just over 7,500 to almost 14,000. This represents a jump from 25 percent in 1977 to 44 percent in 1994 of total doctoral degrees conferred.

During the period 1972–1994, the percentage of first-professional degrees earned by women also rose dramatically: from 7 percent to 43 percent of all law degrees; from 9 percent to 38 percent of all

medical degrees; and from 1 percent to 38 percent of all dental degrees. In veterinary science and pharmacy, women earned the majority of degrees in 1994.

Figure 5.—Percentage of First-Professional Degrees Conferred on Women, by Year

SOURCE: National Center for Education Statistics, *Digest of Education Statistics 1996*, Table 254.

In certain nontraditional areas such as business, women's degrees increased dramatically, from 8 percent in 1962 to 47 percent in 1992. This development in particular is expected to have a profound impact on women's earnings potential: women who choose careers in nontraditional fields can expect to have lifetime earnings that are as much as 150 percent of those of women who choose careers in traditional fields.

"My personal experience has shown me that while the situation for women in science in the United States is by no means perfect, it is the best one in this world of ours."—Dominique Homberger, Swiss-born professor of zoology, Louisiana State University

Women are also increasing the number of science classes they take in college. In the biological sciences, for example, women earned only

28 percent of college degrees in 1962 but increased their proportion to 52 percent by 1992. The gap between men's and women's master's degrees in the life sciences, physical sciences, engineering and computer sciences has also narrowed over time. In 1950, only 175 women received bachelor's degrees in engineering—compared to more than 52,000 men. By 1966, women were earning a greater number of engineering degrees, but the proportion of the total was still less than one-half of 1 percent. By 1991, it had risen to more than 15 percent.

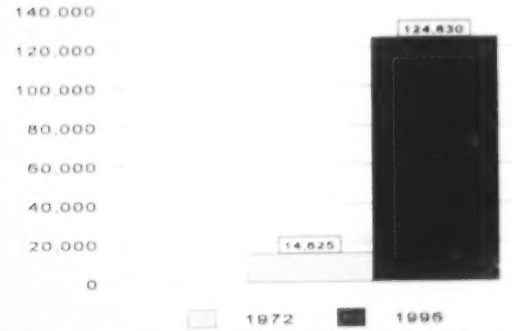
As the number of women who study the sciences increases, so does the proportion of women who receive graduate degrees in those fields. In 1993, women earned 20 percent of doctorates in science and engineering, up from less than 9 percent in 1973. At all levels—bachelor's, master's and doctoral—women's rates of receiving degrees have risen significantly in the fields of mathematical, physical, and biological sciences and engineering.

Opening up the professions and opportunities for employment

The many gains that have been made in giving women new opportunities to advance their education have had and continue to have a direct impact in opening up the professions and giving women the opportunity to seek employment in nontraditional fields. In 1993-94, women made up 58 percent of postsecondary vocational education students.

Women have also made significant inroads in speciality fields. For example, the proportion of women gynecologists/ obstetricians rose from 8 percent in 1970 to 39 percent in 1995, an increase similar to increases in their numbers in the field of medicine overall. Just as medical schools had discouraged young women from admission, so had some nursing schools discouraged young men. In 1972, the rate of men graduating with nursing degrees was only 1 percent. In 1996, the rate rose to 5 percent.

Figure 6.—Number of Men in Nursing: 1972 and 1996



SOURCE: American Nurses Association 1972 Inventory of Registered Nurses, "Nations Nurses," National Sample Survey of Registered Nurses, March 1996, unpublished

Increasing participation in athletics

Title IX has helped girls and women participate in interscholastic and intercollegiate athletics in far greater numbers than they had in the past. When Title IX became law, dramatic change was needed to level the playing fields of this nation's schools and to change the perception of the place of girls and women on them. Just one year before the enactment of Title IX, in 1971, a Connecticut judge was allowed by law to disallow girls from competing on a boys' high school cross country team even though there was no girls' team at the school. And that same year, fewer than 300,000 high school girls played interscholastic sports. Today, that number is 2.4 million.

The rise of women's basketball is illustrative of the dramatic changes that have taken place since the enactment of Title IX. In 1972, 132,299 young girls played high school basketball. In 1994-95 the number had increased to 412,576, an increase of over 300 percent. In the last two years, women's basketball has come of age with the gold-medal victory of the American women's basketball team at the 1996 Olympics, the increased media attention to the NCAA women's basketball tournament, and the development of two professional women's basketball leagues.

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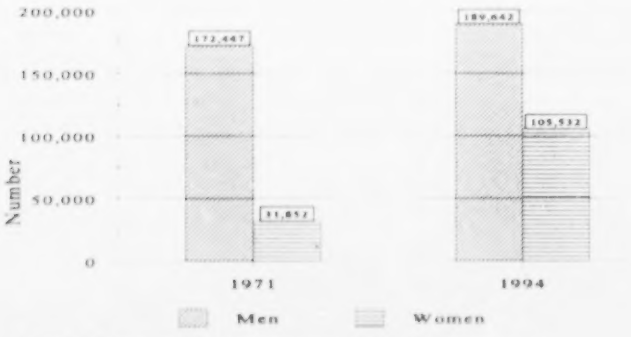
"Without Title IX, I'd be nowhere."—Cheryl Miller, Olympic athlete
Outstanding member, 1984 gold medal women's basketball team

Girls and women also are increasingly participants in sports that have traditionally been seen as out of bounds for women, including lacrosse, wrestling, soccer, rugby and ice hockey. In one sport that is more and more a favorite for young girls—soccer—the results have led to a World Cup championship. And, in 1996, the U.S. national soccer team captured the first-ever women's Olympic medal in this sport before a crowd of 76,481, and in doing so established its position as the world's premier women's soccer program.

Figure 7.—Intercollegiate Athletics Participation in NCAA Member Institutions, by Sex: 1971 and 1994



SOURCE: U.S. General Accounting Office, *Intercollegiate Athletics: Status of Efforts to Promote Gender Equity*, October 25,1996; *Federal Register*, December 11, 1979.

In many ways, the very image of American women in the sports arena is being redefined by the many accomplishments of women in athletics. Women are now seen as sports stars in their own right, from Mia Hamm in soccer to Sheryl Swoopes in basketball. The inspiring story of Dr. Dot Richardson, the captain of the American Olympic softball team, who immediately left her triumph in Atlanta to begin her medical residency, exemplifies just what has been accomplished on the field and off as a result of Title IX.

Dot Richardson—Olympian

Dot Richardson was 10 years old, playing catch in an Orlando, Florida, park when a man noticed her exceptional arm and asked if she wanted to play on his Little League team. Richardson was thrilled. "We'll just cut your hair short," said the coach, "and call you Bob." Richardson never believed that ball playing was reserved for boys. She went on to become a four-time All-American in college and was named NCAA player of the decade for the 1980s. She graduated as a physician from the University of Louisville Medical School, often ending 20-hour hospital shifts with workouts and practice so that she could compete in 1996 in the first women's softball appearance in the modern Olympic Games. She hit the first home run in Olympic softball history, helping the U.S. team win the gold medal. Richardson is now a resident in orthopedic surgery at the University of Southern California.

Increasing athletic scholarships

Before the passage of Title IX, athletic scholarships for college women were rare, no matter how great their talent. After winning two gold medals in the 1964 Olympics, swimmer Donna de Varona could not obtain a college swimming scholarship: for women, they did not exist. It took time and effort to improve the opportunities for young women: two years after Title IX was voted into law, an estimated 50,000 men were attending U.S. colleges and universities on athletic scholarships—and fewer than 50 women. In 1973, the University of Miami (Florida) awarded the first athletic scholarships to women—a total of 15 in golf, swimming, diving, and tennis. Today, college women receive about one-third of all athletic scholarship dollars.

Athletic Facilities at Fresno State University, California

Fresno State University had spent more than $15 million on state-of-the-art facilities for men while it had spent about $300,000 on the women's athletic facilities, which were considered substandard. Despite this, Fresno State captured 9 of the last 12 softball

conference championships, and 5 current or former members of the Fresno State softball team were on the U.S. Olympic softball team. To meet the requirements of Title IX, Fresno State completed an ambitious plan costing more than $8 million to provide equity in athletic facilities for women. A new building for women athletes houses four new team rooms. In addition, the women's Fresno State Bulldog Softball team has a new stadium, which seats more than 2,500 fans. When the team last played its traditional rival, bleachers were added for the more than 5,000 people who filled the stadium. Coach Margie Wright, who was also a coach on the gold medal Olympic softball team, tells her Fresno State athletes that they got the stadium because of their hard work.

Achieving equal opportunity for women in intercollegiate sports has not been an easy task. Some colleges have faced budgetary restraints and others simply have been reluctant to change the status quo. Given the fact that no federal Courts of Appeals have ruled against Title IX's athletic provisions, however, it is clear that the immediate challenge for our nation's higher education community is to find positive ways to comply with the law.

Here it is important to recognize that there is no mandate under Title IX that requires a college to eliminate men's teams to achieve compliance. The thought that "if women are to gain opportunities, then men must lose opportunities," presents a false dichotomy. As with other educational aspects of Title IX, and according to the expressed will of Congress, the regulation is intended to expand opportunities for both men and women.

Title IX: Student Participation in Athletics

In the assessment of the "interests and abilities" portion of the Title IX regulations, a three-part test governs. As the name suggests, this test consists of three separate and distinct parts. All that is required under Title IX is that an institution be in compliance with one part of that test. No one part of the test is the predominant or "true" measure of compliance. The three parts of the test are:

Part One: Substantial Proportionality. This part of the test is satisfied when participation opportunities for men and women are "substantially proportionate" to their respective undergraduate enrollments.

Part Two: History and Continuing Practice. This part of the test is satisfied when an institution has a history and continuing practice of program expansion that is responsive to the developing interests and abilities of the underrepresented sex (typically female).

Part Three: Effectively Accommodating Interests and Abilities. This part of the test is satisfied when an institution is meeting the interests and abilities of its female students even where there are disproportionately fewer females than males participating in sports.

Opening up avenues of achievement through athletics

The critical values learned from sports participation—including teamwork, standards, leadership, discipline, self-sacrifice and pride in accomplishment—are being brought to the workplace as women enter employment in greater numbers, and at higher levels than ever before. For example, 80 percent of female managers of Fortune 500 companies have a sports background. Also, high school girls who participate in team sports are less likely to drop out of school, smoke, drink or become pregnant. It is no surprise, then, that 87 percent of parents now accept the idea that sports are equally important for boys and girls.

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"I Should Watch...They Should Compete"

"As a child, I loved athletics and physical activities. I was talented, but my talent was not appreciated or approved of by most. I watched my brothers compete on school teams. It didn't matter that in the neighborhood pick-up games, I was selected before my brothers. Society dictated that I should watch, and that they should compete. So at home in the backyard, I would catch as my brother worked on his curve ball, I would shag flies as he developed his batting prowess and, as I recall, I frequently served as his tackling dummy. The brother I caught and shagged for, and for whom I served as a tackling dummy, went on to Georgetown University on a full athletic grant. He later became vice president of a large banking firm. So, while I rode in the back seat on the bus of opportunity during my lifetime, I want my daughter's daughter and her peers to be able to select a seat based on their abilities and their willingness to work. Don't deny them the things that I dreamed of."—Excerpts of a letter sent to OCR in spring 1995 by Joan Martin, Senior Associate Director of Athletics, Monmouth University, New Jersey

The Next 25 Years

This report, celebrating the 25th anniversary of the enactment of Title IX, has focused on the many gains girls and women have made since 1972 in education and employment. These gains represent a great deal of work by many American men and women, but we still have more to do. As this report was being prepared, an obituary noted that Rose Will Monroe, the model for the famous World War II poster of "Rosie the Riveter," had passed away. The death of Rose Will Monroe reminds us that long before Title IX became law, women were willing to enter the job market in fields from which they are still sometimes excluded.

Even today as we acknowledge the many advances women have made in academics, employment and athletics, we still need to recognize some dismaying facts in our efforts to achieve equity. While sex discrimination is no longer routinely accepted in education and has been prohibited since Title IX became law, the incidences of sexual harassment and assault that are continually reported show that freedom from threats to learning still has not been achieved. In response, the Office for Civil Rights of the Department of Education has released its final policy guidance on sexual harassment to help educators recognize sexual harassment and formulate age-appropriate responses to prevent or resolve incidences of this form of sex discrimination.

Sexual Assaults and Threats in High School

In one school district, a disabled sophomore high school student was sexually harassed by her male music teacher. She filed a complaint under Title IX revealing that her school district ignored her complaints about the teacher's behavior. As a result, the school

district agreed to place the student in another district and to pay all related costs including $2,000 for counseling fees.

In another school district, several female high school students turned to the Office for Civil Rights for help in stopping sexually harassing threats and comments that occurred for a three-year period. As is typical in these types of cases, one female student had developed ulcers and other problems due to continual stress. As a result of Title IX the school district developed disciplinary guidelines to address sexual harassment of students.

Other conditions that inhibit equal opportunity in education and the workplace remain:

- Although women earn half of all college degrees, they are less likely than men to earn bachelor's degrees in computer science, engineering, physical sciences, or mathematics. At still higher levels of education, they account for only 17 percent of doctoral degrees in math and physical science, 14 percent of doctoral degrees in computer science and 7 percent of doctoral degrees in engineering. This gap takes on more significance still in the labor market where salaries are among the highest in mathematics/computer science and engineering—fields in which women are underrepresented. Without more equity in these fields at all levels, women will remain at the low end of positions and the pay scale in the information age.

- At the high school level, there are still about 24,000 more boys' varsity teams than girls' teams; in college, women receive only one-third of all athletic scholarships; and, between 1992 and 1997, overall operating expenditures for women's college sports programs grew only 89 percent, compared to 139 percent for men, representing only 23 percent of the total operating expenses.

- Even though women make up half of the labor market, not only are they underrepresented in jobs in scientific fields, but they are often paid less than men. In 1993, only 18 percent of

employed recent female science and engineering graduates worked in science and engineering occupations, compared to 35 percent of their male counterparts. In the same year, women who had majored in the natural sciences earned 15 percent less than men who majored in the same field.

- Despite women's large gains toward equal educational attainment and their accompanying gains in labor force participation, their earnings are only 80 percent of the earnings of their male counterparts with the same education—$26,000 vs $32,000, respectively, for graduates of four-year colleges in 1993.

President Clinton frequently reminds us that "We do not have a person to waste" if we are to ensure the well-being of our people and the competitiveness of the nation. Twenty-five years ago, America began the long process of eradicating discrimination based on gender and has since moved forward. There have been peaks and valleys in this process, and we cannot ignore the reality that inequality and discrimination still remain here in 1997.

Yet, the American people have never turned away from the goal of making sure that all Americans, regardless of gender, are given an equal opportunity to get a good education, to compete in the athletic arena, and to work in a job or a profession for which they are well qualified. Title IX, today and in the future, represents and reflects this American commitment to equality.

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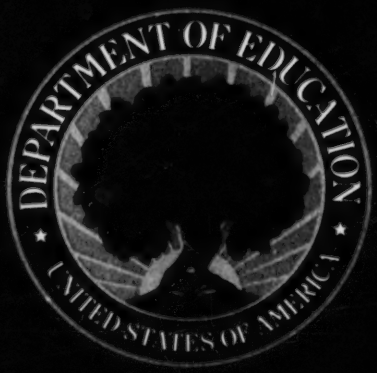

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